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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  3.1.3. Use the attributes of parallel sides, perpendicular sides, congruent sides/angles, number and length of sides or faces and number and kinds of angles (right, acute or obtuse) to describe, classify and sort polygons and solids (cube, prism, pyramid and sphere).(also includes Quick Image)  **CC.5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.  **CC.5.G.4** Classify two-dimensional figures into categories based on their properties: Classify two-dimensional figures in a hierarchy based on properties.  3.2.6. Analyze and describe the effect that changing the dimensions (perimeter) of a polygon has on its area and vice versa.  **CC.5.MD.5a** and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.  3.2.8.Estimate and measure to solve a variety of problems that involve angles, length, area, weight, mass, temperature, capacity and volume in either metric or customary units explain the reasoning used orally and in writing.  **CC.5.MD.5a** and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent three-fold whole-number products as volumes, e.g., to represent the associative property of multiplication.  3.2.9.Use cubic inch or cubic centimeter models to find the volume of rectangular solids.  **CC.5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.  a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.  b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.  **CC.5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.  3.2.10. Solve length problems involving conversions of measure within the customary (inches, feet, yards and miles) or metric systems (millimeters, centimeters, meters and kilometers).  **CC.5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems.  **Ten Minute Math Only**  2.2.11.  Estimate products and missing factors using multiples of 10, 100 and 1,000.(TMM Estimation and Number Sense)  **CC.5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10.  2.2.19. Use estimation to predict results and to recognize when an answer is or is not reasonable, or will result in an overestimate or underestimate and explain the reasoning used orally and in writing.(TMM Estimation and Number Sense)  **CC.5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2.  **CC.5.NF.3** Interpret a fraction as division of the numerator by the denominator (*a*/*b* = *a* ÷ *b*). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**   1. Use measurement tools and standard units (e.g., centimeters, meters, grams, kilograms) to describe objects and materials. |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |